










Curriculum Content Map

Subject: BTEC Extended Certificate in Sport

Year group: 13

	Unit 3 (2 lessons per fortnight) – Completion from September	Unit 2 (3 lessons per fortnight)	
Unit title & description	Unit 3: Professional Development in the Sports Industry. 2 internally marked assignments. 60 GLH.	Unit 2: Fitness Training and Programming for Health, Sport and Well-being. Case study. 2.5 hours of timetable supervised time. Case study given out 1 week prior. Assessment available Dec/Jan and also Summer. Students can have 1 resit.	
Sequencing - Why is this taught and now?	This carries on from Assignment 1 at the end of Year 12 where students had to contrast and compare a range of different jobs in the sports industry.	This unit applies the knowledge from Unit 1 to a case study, with students completing an exam in this unit.	
Knowledge (relates to deeper learning curriculum) 	Understand the career and job opportunities in the sports industry. Explore own skills using a skills audit to inform a career development action plan. Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway. Reflect on the recruitment and selection process and your individual performance.	Demonstrate knowledge and understanding of the effects of lifestyle choices on an individual's health and well-being. Apply knowledge and understanding of fitness principles and theory, lifestyle modification techniques, nutritional requirements and training methods to an individual's needs and goals. Analyse and interpret screening information relating to an individual's lifestyle questionnaire and health monitoring tests. Evaluate qualitative and quantitative evidence to make informed judgements about how an individual's health and well-being could be improved. Be able to develop a fitness training programme with appropriate justification.	
Skills 	Independent working. Researching. Interview practice.	Independent working. Planning a fitness training programme. Understanding of lifestyle factors, diet, components of fitness. Time management.	
Retrieval practice Prior knowledge and skills that are revisited	Skills include, extended writing, interview practice and preparation.		
Literacy including extended writing 	Students must complete assessments in line with BTEC Specification. Students must be able to use key words. Students need to use grammar correctly and accurately. Students must be able to write in a continuous prose.		
Numeracy 	Students must use data effectively as part of Unit 2. This includes looking at fitness results and comparing with national averages. In addition, as part of Unit 3, students must look at data in the form of participation rate figures.		
Enrichment learning 	Clubs are available each term during lunchtime and after school. Students also have the opportunity to gain enrichment opportunities through completing their training programme using the school facilities during their own time. This will assist them in completion of Unit 2. In addition to this, they also have the opportunity to attend trips, such as visiting University fitness testing facilities, visiting the Emirates and Wembley and gaining an insight into Careers in Sport by visiting the careers fair at the Emirates.		

<p>British values</p> 	<p>Democracy – equal opportunities for all students who participate in activities. Rule of law – students learn about how to be committed when following a training programme (Unit 2; including how to be disciplined). Personal Liberty – students have opportunity to give their opinion when evaluating their own performance during Unit 2. They also have to demonstrate discipline when following their programme. Mutual respect – the basis by which sport is built is demonstrating ‘sportsmanship’, something which is promoted in all lessons. They also have to participate in others sports activities (demonstrating respect).</p>
<p>Character</p> 	<p>Resilience – Receiving feedback from others and then acting on it. Continuing with the lesson despite poor weather conditions. Having a positive attitude towards winning and losing as well as feedback received. Students have to carry out their training programme, even when they are tired. They also have to redraft answers (including extended writing). Confidence – seeing success in an activity and receiving praise of being selected to represent the school or being selected as a leader. Also assisting on Sports Day helps this. They also develop confidence when seeing progress in their planning of sessions and also in the feedback they receive on assignments. Independence – Planning and leading of their training programme, carrying out their sessions. Completing assignment based work.</p>
<p>Careers</p> 	<p>Links to becoming a referee, professional athlete, sports physiologist, physiotherapy, strength and conditioning, coaching, leisure management.</p>
<p>Assessment opportunities</p> 	<p>Students will be assessed in the form of assignments for Unit 2 and Unit 3. For Unit 2, students complete a synoptic case study. They will also receive practice case studies as part of Unit 2.</p>
<p>Personalised challenge for all: SEND, HPA</p>	<p>At Sixth Form, we differentiate in a variety of ways: by scaffolding tasks for students, by providing sentence starters (particularly with LAQs and when completing assignments), by setting different tasks, through targeted intervention sessions, 1-1 meetings with students, by using a variety of questioning techniques, in the models that we give students (Pass, Merit or Distinction model answers), in the feedback given on student work to ensure that DIRT is challenging yet achievable.</p>